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INTRODUCTION

Rotational assignments may range from 1 week to 1 year and may include cross training, job exchanges, shadow assignments, details, or temporary promotions. For assignments of 121 or more days, appropriate competitive processes will be used to select participants. Assignments of 120 and less days may be filled without formal competition.

A NAVEDTRACOM Rotational Assignment ClearingHouse will be established to serve as a resource when establishing Individual Leadership Development Plans (ILDPs). Biannual registers will be established for developmental opportunities in accordance with reference (a) through (d). These registers will enable a domino effect for multiple rotational assignments at various levels, series, and time frames when back-filling rotations, job-swap considerations, and maximize the time expended in selecting/placing participants

Priority consideration for rotational assignments will be given to CLD participants who have signed ILDPs that identify competencies to be gained by a specific rotational assignment. Equal opportunities for rotational assignments are extended to all program participants without regard to race, color, sex, religion, national origin, age, and mental or physical disabilities.

To the maximum extent possible, rotational assignments will not result in temporary promotions. They will be offered as details to a set of duties or a specific position description at the participant's current grade level. In instances where a temporary promotion is required, it must meet existing regulatory requirements and is subject to formal competitive processes.

SETS OF DUTIES

Sets of duties will be used to ensure that employees have documentation of where they are assigned when away from their position of record. Moreover, it enables employees to capture length and type of specific training or experience.

Sets of duties are short (1 or ½ page) of duties that are attached to the detailing SF50. It is titled:

"SETS OF DUTIES —UNCLASSIFIED"

Then duties to be performed are listed in a "one liner" format. Usually 5-10 specific items are sufficient for this purpose. Examples are:

- Prepares (specific) report
- Originates correspondence for signature of:
- Conducts surveys on (or for purpose of):
- Performs analyses for:

Personnel may be assigned to sets of duties for 120-day increments. When completed, these assignments may be extended, in 120-day increments, for up to one year.

POSITION DESCRIPTIONS can be handled in two ways:

1.   Establish a generic position description that embodies the overall mission of the organization. Persons selected for a rotational assignment can be detailed to that PD. This works well within a department where basic mission and functions are the same but supervisors and specific tasks vary within the various divisions.

2.   Use an existing PD for long term (3 months or longer) details/rotational assignments. This method clearly defines the grade level and duties. However, care must be given to ensure that rotational assignment participants are not expected to learn too many new tasks to the point that they are unable to fully develop any specific competencies

PROVIDING ROTATIONAL ASSIGNMENTS IN YOUR DEPARTMENT

If you want to offer a rotational opportunity in your department but don't know where to start, the following steps will guide you through the process.

1.   Determine if you have the time to provide adequate assistance to a rotational participant. Although rotational assignments provide extra resources to your organization, they also require time to guide the participant. Assign a person within your organization to lead/supervise the participant.

_____
NAME   TITLE   GRADE/SERIES

2.   Will a rotational assignment in your program area provide?

- Increased inter-organizational understanding,
  Communication, and cooperation?   _____

- Greater corporate knowledge/perspective   _____

- Development of external awareness   _____

- Advanced managerial and executive experience   _____

3.   Are you establishing a permanent rotational assignment billet in your organization?

_____
            (YES OR NO?)

OR

Is this a special project or a one-time need to accommodate a temporary vacancy?

_____
            (YES OR NO?)

4.   What time period(s) will the assignment cover (may range from one week to one year)?

From:_____ To:_____

5.   What type of assignment are you offering?

- Special project assignment_____

- Cross training_____

- Job exchange_____

- Shadow assignment_____

- Detail_____

6.   Enclosure (1) provides definitions of CLD core competencies and provides space for you to indicate developmental assignments applicable to each competency. Complete that review. Remember that no assignment can cover all competencies. It is best to identify a few key competencies and provide in-depth training/activities to strengthen those competencies.

7.   Review the position description(s) applicable to the proposed assignment and develop a set of duties.

8.   What grade level do you believe the duties and competencies indicate?

_____

9.   What series, or job title, do you desire?_____

10.   Are special skills required? If yes, briefly describe._____

_____

11.   Complete the ROTATIONAL OPPORTUNITY IDENTIFICATION FORM and submit it to the CLD Administrator for inclusion in the CNET Headquarters Rotational Assignment Clearinghouse and bi-annual rotational assignment registers.

12.   Now, sit back and relax. The CLD Administrator will advise you when a match for your position is available. When the participant reports to your organization, there are a few more steps to take.

      a.   The first step is to always remember that rotational assignments should not be menial tasks designed to free your full-time employees so that they can accomplish the actual mission of your organization. The CLD participant is counting on you to increase their leadership skills; to accomplish this, it is important that all parties are adequately prepared.

      b.   Meet with the participant and his/her mentor at the beginning of the assignment to ensure all personnel understand the expectations of the assignment.

      c.   Help the participant transit into the organization by familiarizing him/her with the organizational and cultural values therein. A good start is to provide the participant with a copy of your mission statement, organization chart, and any other material regarding the purpose of your organization and how it "fits" into the overall CNET and DON mission.

      d.   Provide the participant, the mentor, and the acting lead/supervisor a copy of the duties to be performed and competency(ies) associated with each one. This can be the set of duties for this assignment, the position description, and/or a copy of the completed analysis you developed in preparation for this assignment (Enclosure (1)).

      e.   Assist in setting realistic professional and personal development goals for the period of time the participant will be involved in your rotational assignment. Record these goals on the CLD Progress Review form (Attachment C to CNETINST 12410.11).

      f.   Ensure rotational assignments actually performed meet the developmental objectives you identified for inclusion in The Rotational Opportunity Clearinghouse and on the Progress Review Form.

      g.   Challenge participants in day-to-day assignments and provide immediate and constructive performance feedback.

      h.   Evaluate the participant, as a minimum, at midpoint and at the end of the assignment (Attachment C to CNETINST 12410.11).

      i.   Properly terminate the assignment when the participant has gained the competencies sought. This usually occurs when the time specified in the participants ILDP is over (as stated in the SF52 detailing him/her to the developmental position). It becomes official when the rotational supervisor completes the evaluation and provides it to the CLDA. Refer to CNETINST 12410.11 for specifics on terminating rotational assignments.

FOUNDATIONAL COMPETENCIES

These competencies must be met by all CLD participants. Ideally, GS 5-8, nonsupervisory, participants should complete Foundational Competencies before progressing to higher levels.

COMPETENCY   **DEVELOPMENTAL ASSIGNMENT(S)**

Customer Orientation_____
Actively seeks customer input; ensures customer needs
are met; continuously seeks to improve the quality of services   _____
products, and processes

Decisiveness_____
Takes action and risks when needed;
makes difficult decisions when necessary.   _____

Diversity of Awareness_____
Respects and values the differences
and perceptions of different groups/individuals.   _____

DON Mission/Organization Awareness_____
Possesses knowledge of the mission and organization of the
Department of the Navy (DON) including an understanding   _____
of how the organization fits into the entire DON.

Flexibility_____
Adapts to change in the work environment;
effectively copes with stress.   _____

Interpersonal Team Skills_____
Considers and responds approximately to the
needs, feelings, capabilities, and interests of others   _____
provides feedback; treats others equitably.

Navy Core Values_____
Exhibits through personal performance the
principles of honor (ethical behavior), commitment   _____
(technical excellence and quality of work), and
courage (mental strength to do what is right).   _____

Oral Communication_____
Listens to others; makes clear and effective presentations
to individuals and groups. Use of a sign language   _____
interpreter may be appropriate for hearing impaired persons.

Problem Solving_____
Recognizes and defines problems; analyzes
relevant information; encourages alternative   _____
solutions and plans to solve problems.

Quality Principles_____
Understands and applies quality principles such as
teamwork, quantitative decision-making, and   _____
continuous process improvement to meet
or exceed customer expectations.   _____

Self-Direction_____
Realistically assesses own strengths, weaknesses,
and impact on others; works persistently toward a   _____
goal; demonstrates self-confidence; invests in
self-development; manages own time efficiently.   _____

Technical Competence_____
Demonstrates technical proficiency and an
understanding of its impact in areas of responsibility.   _____

Written Communications_____
Communicates effectively in writing; reviews
and critiques others' writing.   _____

COMPETENCIES FOR SUPERVISORS

All personnel in supervisory positions, regardless of grade, need these competencies. It is best if
Foundational Competencies are met prior to becoming a supervisor. If they are not, Foundational and
supervisory competencies need to be gained simultaneously.

COMPETENCY   **DEVELOPMENTAL ASSIGNMENT(S)**

Change Management_____
Serves as a positive agent for changes in the
organization's structural alignment, climate, or   _____
operational processes. Learns about and proactive
advocates and influences the adoption of promising   _____
new ideas, methods, services, and products from
knowledge of best practices in government and industry.   _____

Coaching/Counseling_____
Develops skills in observation, listening, and
one-on-one teaching; applies them to assist other   _____
to learn and continually improve their performance;
and provides effective feedback.   _____

Conflict Management_____
Anticipates and seeks to resolve confrontations,
disagreements, and complaints in a constructive manner.   _____

Demonstrate Core Values_____
Exhibits through personal performance the
principles of honor (ethical behavior), commitment   _____
(technical excellence and quality of work), and
courage (mental strength to do what is right).   _____

Human Resources Management_____
Ensures effective recruitment, selection, training, performance
appraisal, recognition, and corrective disciplinary action;   _____
promotes affirmative employment,
good labor relations and employee well being.   _____

Influencing/Negotiating_____
Networks with, and provides information to, key groups
and individuals; appropriately uses negotiation, persuasion,   _____
and authority in dealing with others to achieve goals.

Managing Diverse Workforce_____
Recognizes the value of cultural, ethnic, gender, and
other individual differences; provides employment and   _____
development opportunities for a diverse workforce.

Situational Leadership_____
Demonstrates and encourages high standards of
behavior; adapts leadership style to situations and   _____
people; empowers, motivates, and guides others.

Team Building_____
Fosters cooperation, communication, and consensus among groups.

COMPETENCIES FOR MANAGERS

Management personnel may or may not be supervisors. Ideally, managers will have mastered the Foundational and Supervisory Competencies prior to developing Management and Executive Competencies. Managers usually fall in the GS-13 and above grade levels.

COMPETENCY   DEVELOPMENTAL ASSIGNMENT(S)

Innovative Thinking_____
Develops insights and solutions; fosters
innovation among others. _____

Program Development/Planning and evaluation _____
Establishes policies, guidelines, plans,
and priorities; identifies required resources; _____
plans and coordinates with others; monitors
progress and evaluates outcomes; improves _____
organizational efficiency and effectiveness.

Model/Reinforce Core Values_____
Exhibits through personal performance the
principles of honor (ethical behavior), commitment _____
(technical excellence and quality of work), and
courage (mental strength to do what is right). _____

Resource Management_____
Prepares and justifies budget; monitors expenses;
manages procurement and contracting. _____

Technology Management_____
Encourages staff to stay informed about new
technology; applies new technologies to _____
organizational needs; ensures staff is trained and capable.

Process Oversight Management_____
Develops/demonstrates the ability to examine
systems and workflow within the organization _____
to facilitate process improvement.

Mentoring_____
Develops the ability to counsel others to help them
to achieve personal and professional growth. _____

Presentation/Marketing Skills_____
Demonstrates the ability to clearly articulate, present,
and promote ideas and issues before a wide _____
range of audiences, including senior officials,
in such a manner as to ensure program credibility. _____

Risk Management_____
Identified potential risks to product/program
/processes early and implements effective _____
abatement of control measures; defines evaluation
criteria early and continuously collects, assesses, _____
shares, and responds to data appropriately.

COMPETENCIES FOR EXECUTIVES

All other competencies need to be mastered prior to developing these executive level competencies.

COMPETENCY   **DEVELOPMENTAL ASSIGNMENT(S)**

External Awareness_____
Stays informed on laws, policies, politics,
administration priorities, trends, special   _____
interests, and other issues; considers external
impact of statements of actions; uses information   _____
in decision making.

Joint Service Perspective_____
Demonstrates an understanding of the role of the
Department of Defense (DOD) and the importance   _____
of the support roles and missions of all the
the military DOD agencies and how they   _____
contribute to the success of DOD overall.

Organizational Representations and Liaison_____
Establishes and maintains relationships with key
individuals/groups and outside immediate work unit   _____
and serves as spokesperson for the organization.

Strategic Vision_____
Creates a shared vision of the organization; promotes
wide ownership; champions organizational change.   _____

ROTATIONAL ASSIGNMENT SCREEN-OUT AND PRE-QUALIFICATION FACTORS

1)   Applicants must meet the following criteria to be eligible to participate in a rotational assignment:

   a)   Received fully satisfactory or higher rating on last performance evaluation.

   b)   Meets, or can obtain, required security clearance by rotational assignment date.

   c)   No current or pending disciplinary action. Note: he/she may reapply after successful conclusion of the disciplinary action.

2)   Additional consideration will be given as follows:

   •   Current CLD participant .... 5 points

   •   360 degree assessment complete .... 5 points

   •   ILDP completed.. 5 points

   •   ILDP competencies are specific to this rotational assignment .... 5 points

   •   Applicant has not had the opportunity to participate in a

       Rotational assignment during the past year.. 10 points

ROTATIONAL ASSIGNMENT OPPORTUNITY IDENTIFICATION FORM

_____

*Job title, series, and grade of position

_____

*Title and address of sponsoring division/code

_____

*Name, phone and e-mail address of supervisor

*One-time_____ or standing_____ rotation?

*Number of opportunities available at one time_____

_____

*Dates/length of each assignment for the year

*Level of required security clearance_____

*Brief description of duties (Include scope, nature and complexity of work. If a Position Description is used, identify duties to be assigned to the participant. It is unlikely a short-term employee will accomplish every duty in the PD. _____

_____

_____

*CLD competencies to be attained/enhanced. (If assignments are for various lengths of time, specify competencies to be gained for each assignment. Longer assignments may allow the participant to obtain additional competencies.) _____

_____

_____

*Qualifications, education, and physical requirements. ——————————————————

_____

_____

_____

_____

CHIEF OF NAVAL EDUCATION AND TRAINING
CIVILIAN LEADERSHIP DEVELOPMENT PROGRAM
PROGRESS REVIEW FOR ROTATIONAL ASSIGNMENTS

NAME		GRADE	

MENTOR NAME/ORG	CODE		TELEPHONE

COMPETENCIES	SERIES	WORKING	PROBLEMS ENCOUNTERED

PARTICIPANT'S COMMENTS

MENTOR'S COMMENTS/RECOMMENDATIONS

CLDA RECOMMENDATIONS

SUPERVISOR'S COMMENTS/RECOMMENDATIONS

PARTICIPANT SIGNATURE DATE	SUPERVISOR SIGNATURE DATE
MENTOR SIGNATURE DATE	CLDA SIGNATURE DATE

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